



# SEND child-centred documents



At Holy Trinity, we recognise that robust recording is essential in supporting the journey of children with SEND through school. Clear documentation supports transitions, decision-making around next steps and effective multi-disciplinary working

The following documents are used for **all** children as part of our SEND graduated response:

## Individual Graduated Response record



### Individual Graduated Response Record

|   |   |
|---|---|
| Child's name  |   |
| DOB   |   |
| <b>Stage 1 – Universal – Adaptive teaching - 6-10 weeks</b>     |   |
| Date started  |   |
| <b>ASSESS</b>   |   |
| Noted concern from teacher or parent/carer                      |   |
| <b>PLAN</b>   |   |
| Adjustments/provision   |   |
| <b>REVIEW</b>   |   |
| Date reviewed   |   |
| Next steps  | Continue at Universal if progress being made <input type="checkbox"/><br>Move to Universal + <input type="checkbox"/> |
| <b>Stage 2 – Universal+ – Classroom assessment - 6-10 weeks</b> |   |
| Date started  |   |
| <b>ASSESS</b>   |   |

This is used to track assess, plan, do, review (APDR) cycles through our graduated response and is a single document to record these cycles clearly

## Individual Provision Map



### Individual Provision Map

|  |   |
|--|---|
| Child's Name   |   |
| Child's DOB  |   |
| <b>4 broad areas of need</b>   |   |
| <b>Cognition and Learning</b><br>Support for Cognition and Learning difficulties is needed when children and young people learn significantly more slowly than their peers, even with scaffolding. Identified needs may range from moderate (MLD) to severe (SLD), requiring support in all curriculum areas, to profound and multiple (PMLD), involving severe learning difficulties in addition to physical or sensory impairments. Specific learning difficulties (SpLD) affect particular aspects of learning, including conditions like dyslexia, dyscalculia, and dyspraxia. | <b>Communication and Interaction</b><br>Children and young people with speech, language, and communication needs (SLCN) struggle to communicate due to difficulties in expressing themselves, understanding others, or using social communication rules. Each child's SLCN profile is unique and may change over time, affecting various aspects of speech, language, or social communication at different stages. Those with ASD, including Asperger's Syndrome and Autism, often face challenges with social interaction, language, communication, and imagination, impacting their relationships with others.          |
| <b>Social, Emotional, Mental Health (SEMH)</b><br>Children and young people can face various social and emotional difficulties, such as withdrawal, isolation, or displaying challenging, disruptive or disturbing behaviour. These reflect underlying mental health issues like anxiety, depression, self-harm, substance misuse, eating disorders, or unexplained physical symptoms. Others may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.  | <b>Sensory and Physical</b><br>Some children and young people need special educational provision due to disabilities that prevent or hinder their use of standard educational facilities. These difficulties can vary with age and may change over time. Many with vision impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI) require specialist support, equipment, or habilitation assistance. MSI involves both vision and hearing difficulties. Additionally, those with physical disabilities (PD) often need ongoing support and equipment to access the same opportunities as their peers. |

This is used to track the provision we put in place for a child and where this provision sits in terms of our levels of SEND provision – universal, SEND support high needs. This helps us to see when we should be reviewing the level of SEND provision a child is at

## SEND chronology



### Chronology of meetings/reports/strategies

|              |                         |          |
|--------------|-------------------------|----------|
| Child's name |                         |          |
| DOB          |                         |          |
| Date         | Meeting/report/strategy | Outcomes |
|              |                         |          |
|              |                         |          |
|              |                         |          |

The chronology ensures that every meeting, report or strategy is recorded so that we can easily show the actions that have been taken for a child with SEND

## Pastoral Support Plan



### Pastoral Support Plan

|                       |  |
|-----------------------|--|
| Name of child:        |  |
| DOB:                  |  |
| Class and Year group: |  |
| Date of PSP:          |  |

A pastoral support plan is used when we see an increase in unwanted behaviour in a particular child. It is a way of recording what we are seeing, trying to understand it, and putting in place a plan to support that child. It will also include a de-escalation plan and a language script

## Intimate Care Plan



### Intimate Care Plan

Pupil's Name

Date of birth

Support

Area of need

An intimate care plan is used for children who require any form of intimate care in school such as support with toileting. This will include a plan for working towards independence

# Individual Health care Plan



## Individual healthcare plan

|                                |  |
|--------------------------------|--|
| Name of school/setting         |  |
| Child's name                   |  |
| Group/class/form               |  |
| Date of birth                  |  |
| Child's address                |  |
| Medical diagnosis or condition |  |
| Date                           |  |
| Review date                    |  |

An individual healthcare plan is put in place for any child who has other daily care requirements such as medication. This will include training needs for staff, arrangements in case of emergency and specifics of the support needed

# Personal Emergency Evacuation Plan



## Personal Emergency Evacuation Plan for schools and other educational settings

This form should be completed for anyone who requires assistance with any aspect of emergency evacuation.

Schools and other educational settings should ensure they are familiar with the consider moving and implications, before completing a PEEP.

|                             |  |
|-----------------------------|--|
| Date of PEEP:               |  |
| Date to be reviewed:        |  |
| Name of child/young person: |  |
| D.O.B.:                     |  |

A PEEP is for any child who may require assistance with any aspect of an emergency evacuation

The following documents are used for children at **SEND support** or with an **EHCP**:

# Individual Learning Plan (ILP)

ACE Individual Learning Plan for [redacted]

Stage: K  
 Date of birth: 20/4/2019    Gender: [redacted]    Class: Pacific    Year group: [redacted]  
 Teacher: [redacted]    Start date: 6/1/2026    Review date: 13/2/2026    Plan number: 8

AREA OF SEND

COMMUNICATION & INTERACTION: 2    COGNITION & LEARNING: 1    SOCIAL, MENTAL & EMOTIONAL HEALTH: 3    SENSORY AND / OR PHYSICAL: 4

DETAIL OF CURRENT SEND

CURRENT KEY INFORMATION: [redacted] enjoys playing outside, especially in forest school, with water/mud/sticks etc. He enjoys learning new things and can often feedback what he has learnt to others and apply it to new situations. He thrives on positive praise and enjoys stickers, certificates and having his work on display. He can be extremely kind and help others who are hurt or in need.

CHILD'S PROGRESS SINCE LAST PLAN: [redacted] working hard in his maths and phonics to complete his tasks and enjoys working in a small group or 1:1 with an adult. He enjoys his afternoon nurture timetable, especially PE, forest school and working with [redacted]

CHILD'S CONTINUING BARRIERS TO LEARNING: [redacted] become easily distracted and will often refuse to do his learning or physically run away from where he should be. He gets easily frustrated and at times, has little resilience.

INVOLVEMENT OF OTHER AGENCIES / REFERRALS (with dates)

An ILP outlines a child's needs, targets and provision to meet those targets. It is reviewed half termly. Parent voice and child voice is also included. Targets are then worked on through everyday learning

# Pupil passport

**Pupil Passport - Holy Trinity Church of England Primary School**

Date of birth: [redacted]  
Year group: [redacted]  
Tutor group: [redacted]

**My aspirations**

I want to work in construction on a construction site

**My strengths**

I'm good at looking after animals, I love animals  
I'm good at science and maths  
I am good at working with younger children

**Things I find difficult**

I have a diagnosis of autism with a PDA profile  
I find some areas of maths difficult  
I can find working quietly difficult and maintaining my concentration  
I can find it difficult when it's noisy in the classroom

**How I can be helped**

I need adults to be calm and sensitive when they talk to me. I also need them not to make a lot of demands  
I can be anxious about new things  
I don't like change so advance warning where possible helps me  
I need some time out regularly and I have a black book that I like to use to draw in. I use a 5 minute timer for this.  
I sometimes need to go to a safe space. The art area off my classroom is where I like to use

**What doesn't work for me**

When adults use direct language, or get cross or raise their voice, this makes me feel very anxious  
When I'm anxious I can respond to adults in a negative way  
If I don't think that adults are listening to me and trying to understand me, I find it hard

A pupil passport highlights key information about a child with SEND including key needs, what helps them and what to avoid and what they're interested in/good at that helps build connection